Arts, Media and Publishing

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Sample Portfolio

NCFE Level 1 Certificate in Photography (601/2448/9)

NCFE Level 1 Extended Certificate in Photography (601/2451/9)

Issue 1 October 2015

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Introduction

The material in this portfolio relates to:

Unit 01 – Use a camera to capture creative images (J/505/9151)

This portfolio is designed to demonstrate the types of evidence that could be produced for the unit above from NCFE Level 1 Certificate in Photography/NCFE Level 1 Extended Certificate in Photography.

It's designed to provide guidance on how a graded portfolio could look, rather than being prescriptive.

Evidence may be submitted in a variety of forms. In this example there are written accounts and visual evidence, but the evidence could also be presented digitally in an audio format. Where the learner has provided visual evidence (for example screen grabs, copies of research), this has been clearly annotated to give context as to why it has been included. Each piece of evidence has been presented with the assessment criterion number detailed at the top of the page. Some of the images used within the portfolio may not necessarily by typical of Level 1 work.

External Moderator guidance has been provided for each piece of evidence relating to an assessment criterion. The guidance comments on how the evidence meets the assessment criterion and what could be improved to obtain a higher grade. The suggestions and assessment methods are not exhaustive and Tutors are encouraged to explore other methods which will support the learner to produce the best evidence that they're capable of for the unit. For further advice on the suitability of a particular assessment method, you can refer to the relevant qualification specification or contact your NCFE External Moderator.

It's strongly recommended that each unit is presented and assessed individually to allow accurate judgements about the learner's competence. This will also make it easier to award a grade for the unit. The work must then be internally moderated and made available for the External Moderator. It's accepted that a piece of evidence may be presented for more than one unit. Where this is the case, the evidence must be clearly mapped to all units and assessment criterion it applies to when presented to the External Moderator. This will enable them to make an accurate judgement about the learner's competence and overall unit grade.
We would encourage the use of our Evidence and Grading Tracker document which is available on the qualifications page on our website www.ncfe.org.uk, however, any method which clearly records the evidence against the assesment criterion can be used.

Section 1

Unit 01

Use a camera to capture creative images

(J/505/9151)

Learner evidence and external moderator commentary

Unit 01 Use a camera to capture creative images (J/505/9151)

Assessment criterion 1.1 Identify the use of camera controls

Learner evidence:

List of Camera Modes

Most digital cameras support a number of camera modes for use in various situations, Professional DSLR camera modes focus more on manual modes, and shoot cameras automatic modes and amateur prosumer cameras often have a wide variety of both,
(Ref, Wikipedia)

Portrait Mode This sets a lens aperture that's wider than normal to blur backgrounds, and adjusts the image for a softer more flattering result.

Landscape Mode Using this mode will boost colours, contrast and outlines.

Sports Mode This modes high shutter speed will freeze action. Focusing is usually switched to continuous mode or predictive Autofocus if available.

Close –up Mode the settings in this mode depend on the camera, some will switch to centre spot focusing.

Night Portrait Mode This mode uses the flash to illuminate your subject but this is balanced against the background lighting to produce a natural looking result, (Ref, Digital Camera World)

Automatic Mode This mode tells your camera to use the best judgment to select shutter speed and aperture, speed .ISO and white balance, focus and flash, this mode will give you nice results in any shooting conditions**.**

Macro Mode lets you move closer to your subject to take a closer picture it's great for shooting flowers and insects.

Panoramic Mode takes several shot and joins them together to make a panoramic scene of your subject.

Unit 01 Use a camera to capture creative images (J/505/9151) (cont'd)

Assessment criterion 1.1 Identify the use of camera controls (cont'd)

Learner evidence:

Snow Mode helps with bright tricky lighting you get in snow scenes.

Fireworks Mode good for shooting firework displays.

Beach mode this is another mode for shooting bright scenes.(Ref, Sony cyber shot user's manual).

Aperture Priority (A OR AV)mode this is a semi-automatic mode where you choose the aperture and where the camera chooses the other settings such as shutter speed, white balance and ISO settings, to ensure you have a well-balanced exposure., large apertures (low f numbers)reduce depth of field, blurring objects behind and in front of the main object, small apertures (high f numbers) increase depth of field, bringing out details in the background and foreground, short field depths are used in portraits to blur background details, long field depths, in landscape photographs to bring the foreground and background into focus. (Ref, Nikon digital camera user's manual).

Shutter priority Mode(S or V) this is very similar to aperture priority mode but it is where you select a shutter speed then the camera automatically selects the aperture that will produce the optimal exposure, use slow shutter speeds to suggest motion by blurring moving subjects, fast shutter speeds to freeze motion, (Ref, Nikon digital cameras user's manual).

Program Mode (P) some digital cameras have this mode as well as the auto mode, it is similar to auto mode but gives you a little more control over some of the features including, flash, white balance ISO, in this mode the camera automatically adjusts the shutter speed and aperture for optimal exposure in most situations, this mode is recommended for snapshots and other situations in which you want to leave the camera in charge of shutter speed and aperture.(Ref, Nikon digital cameras user's manual).

Manual Mode in this mode you have full control over the camera and need to think about all your settings, including shutter speed, aperture, ISO, white balance and flash.(Ref, Digital Camera World). In manual exposure mode you control both the shutter speed and aperture, Shutter speeds of bulb and time are available for long time exposure of fireworks or the night sky. (Ref, Nikon digital cameras user's manual).

Learner statement

'The images I have included for assessment criterion 2.3, 2.4, 2.5 and 2.6, which show the identification and use of the camera controls, can also be used as evidence for assessment criterion 1.1.'

Unit 01 Use a camera to capture creative images (J/505/9151) (cont'd)

Assessment criterion 1.1 Identify the use of camera controls (cont'd)

External Moderator commentary:

The learner has produced written evidence that details the functions on their camera and the uses of different camera modes. Within their written account the learner refers to shutter speed, aperture and ISO settings. The learner's written evidence above shows a clear understanding which is consistent with the Merit grade. The learner's account is detailed as mentioned in the Distinction grade descriptor however to achieve the higher grade the learner must compare camera functions and this has not been covered by the learner within the above written account.

To achieve a Distinction grade the learner could have recorded annotation alongside their photographs or on contact sheets, this would be in addition to a detailed account like the one above. Within the additional annotation they would compare different camera settings and the results given to demonstrate the difference.

To achieve a Pass the learner would produce a basic account of the camera controls which could be as simple as labelling/annotating a photograph from their own camera.

Different evidence types can be used to evidence the understanding required by this assessment criterion. The assessment methods used would normally allow the learner to record an explanation, these methods could include written evidence or a journal, an audio visual digital file recorded and labelled for assessment, a written professional discussion, or an audio/visual record of a group discussion with sufficient individual contribution to show competence. One or more of these assessment methods may be used to evidence competence or develop the quality of evidence provided.

Grade awarded for this assessment criterion - Merit

Unit 01 Use a camera to capture creative images (J/505/9151) (cont'd)

Assessment criterion 1.2 Identify a range of recording media used in film or digital cameras

Learner evidence:

There are numerous cards used in the processing of images. The most common card is the SD (secure digital) they are compatible with most digital cameras. These cards usually have a capacity of up to 2GB.

SDHC (secure digital high capacity) this is an SD card but with a much higher capacity up to 32GB. Although they are the same shape and size they are a different media type. These cards would not be compatible with some of the older cameras. The camera would not recognise the card.

SDXC (secure digital "xtra capacity") these are SD cards with a faster processing speed with a capacity of 2TB. They are much the same as an SD card, it fits in a normal SD card slot but again older cameras would not recognise this type of card.

CF (Compact Flash Memory Card) this card has a very high capacity and faster processing times compared to SD cards. SanDisk brought this to the market in 1994. These days they are mainly used by the most advanced SLRs although some FUJI bridging cameras have the capability to use both types of media, the CF card is the more robust card in that they can be used in adverse temperatures as low as -25c and up to 85c, it is bigger in size 43mm x 36mmx 3.3mm with a large capacity of up to 64GB which would give the user the ability to store over 15500 hi-res images on a 12MP camera.

UDMA (ultra direct memory access) the main benefits of this card are the higher transfer rates to and from the card, cameras supporting the compact flash storage also support this type of card.

CFAST This is a new high performance card based on SATA (serial Ariel technology) they are three times faster than the compact flash cards.

XD cards have the capacity of up to 2GB Fuji cameras supported these cards but they are less Common these days, they can still be obtained online.

SONY MEMORY STICK PRO is SONYS own media format used in many of SONYS range of devices

MICRO SDHC is an ultra small flash memory card usually used in mobile phones. GPS devices. And portable audio players, I have seen these cards on the market offering a capacity of 64mb.

Unit 01 Use a camera to capture creative images (J/505/9151) (cont'd)

Assessment criterion 1.2 Identify a range of recording media used in film or digital cameras (cont'd)

External Moderator commentary:

The learner has completed a detailed written understanding for a range of 8 different recording media. They have also compared different types of media, for example '*this card has a very high capacity and faster processing times compared to SD cards'* and *'they are three times faster than the compact flash cards'.* For this reason the learner's evidence has been graded at Distinction for this assessment criterion.

To gain a Pass grade the learner would have simply given an explanation of a range of media types. Within the glossary a range is defined as more than one, therefore as a minimum the learner would have photographed two different media recording cards and annotated their characteristics next to them.

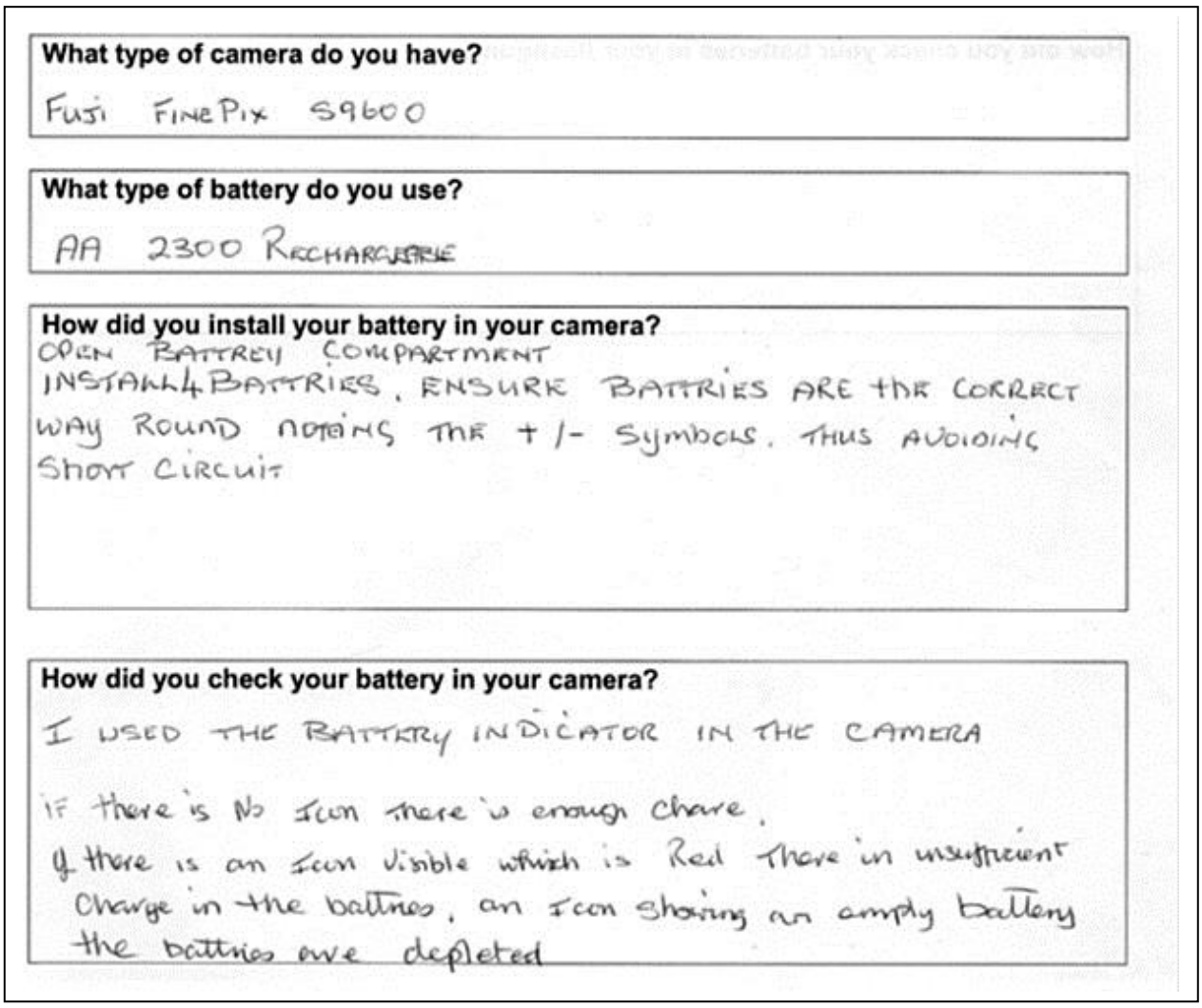
To gain a Merit grade the learner would need to produce a description of different media recording types in order to show their clear understanding of a range of media types. However this description could be annotated within a journal, recorded verbally using audio visual evidence or might be the response recorded by the learner to questions asked by the Assessor.

Grade awarded for this assessment criterion - Distinction

Unit 01 Use a camera to capture creative images (J/505/9151) (cont'd)

Assessment criterion 1.3 Outline how to install and check batteries

Learner evidence:



What type of camera do you have?

Fuji FinePix S9600

What type of battery do you use?

AA 2300 Rechargeable

How did you install your battery in your camera?

Open battrey compartment
Install 4 battries, ensure batteries are the correct way round noting the +/- symbols. Thus avoiding short circuit

How did you check your battery in your camera?

I used the battery indicator in the camera

If there is no icon there is enough chare.
If there is an icon visible which is Red there in insufficient charge in the battries, an icon showing an empty battery the battries are depleted

Learner statement

'My written answers above are also evidence for assessment criterion 2.1.'

Unit 01 Use a camera to capture creative images (J/505/9151) (cont'd)

Assessment criterion 1.3 Outline how to install and check batteries (cont'd)

External Moderator commentary:

There is only a Pass grade available for this assessment criterion. The learner has recorded a written outline of the process they take to correctly install their camera batteries. This outline is in written form but could equally have been a verbal outline recorded using either digital video or sound files.

This assessment criterion could also have been videoed showing the learner complete and explain the task. If this assessment method was used and the learners also explained what they were doing then this might also have produced valid evidence for assessment criterion 2.1.

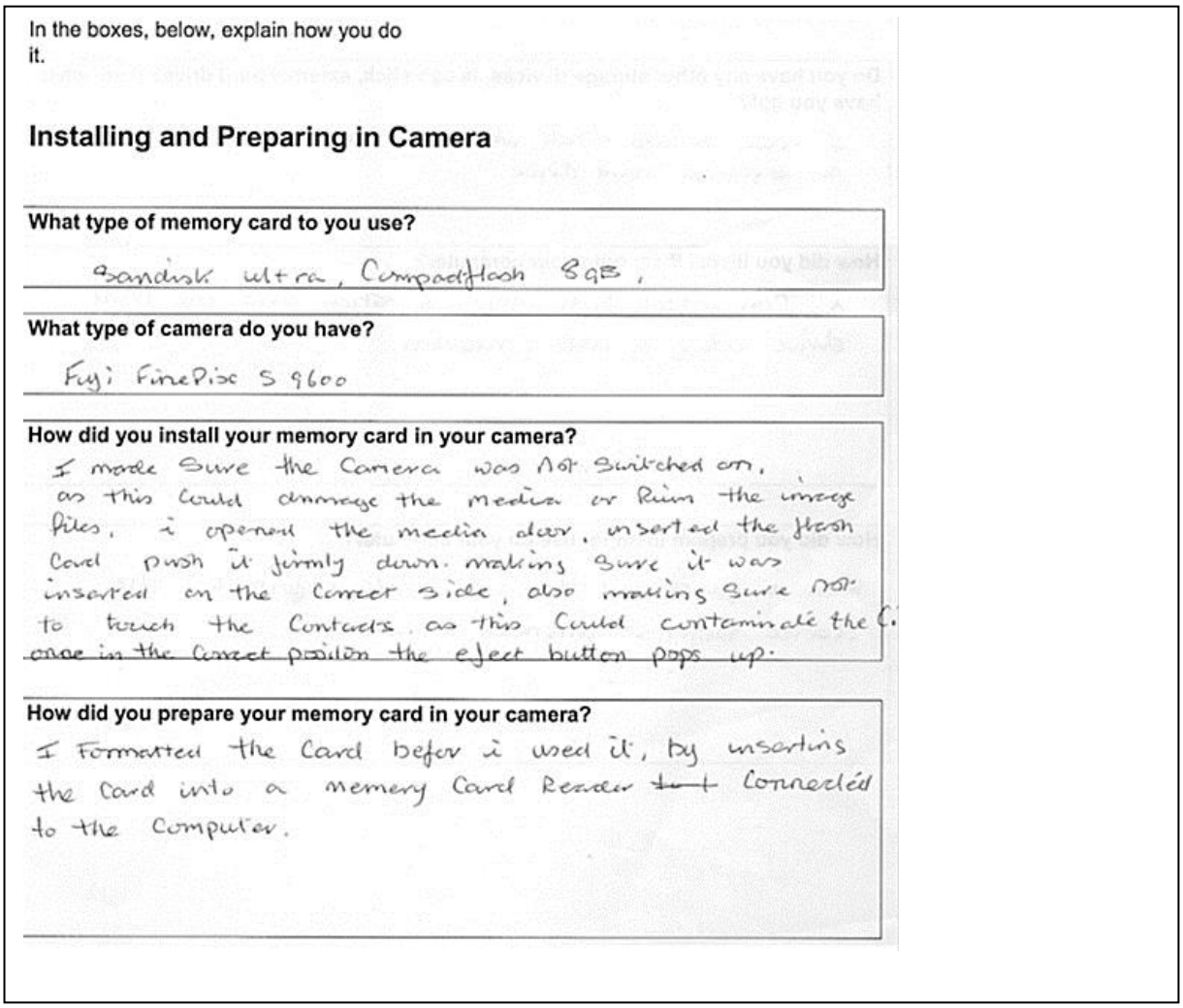
There is no Merit or Distinction grade available for this assessment criterion.

Grade awarded for this assessment criterion - Pass

Unit 01 Use a camera to capture creative images (J/505/9151) (cont'd)

Assessment criterion 1.4 Outline how to install and prepare media

Learner evidence:



In the boxes, below, explain how you do it.

Installing and Preparing in Camera

What type of memory card to you use?

Sandisk ultra, CompactFlash 8gb.

What type of camera do you have?

Fuji FinePix S 9600

How did you install your memory card in your camera?

I made Sure the Camera was Not Switched on, as this Could damage the media or Ruin the image files, i opened the media door, inserted the flash Card push it firmly down. making Sure it was inserted on the Correct Side, also making Sure Not to touch the Contacts as this Could contaminate the C. once in the Correct position the eject button pops up.

How did you prepare your memory card in your camera?

I Formatted the Card befor i used it, by inserting the Card into a memery Card Reader ~~but~~ Connected to the Computer.

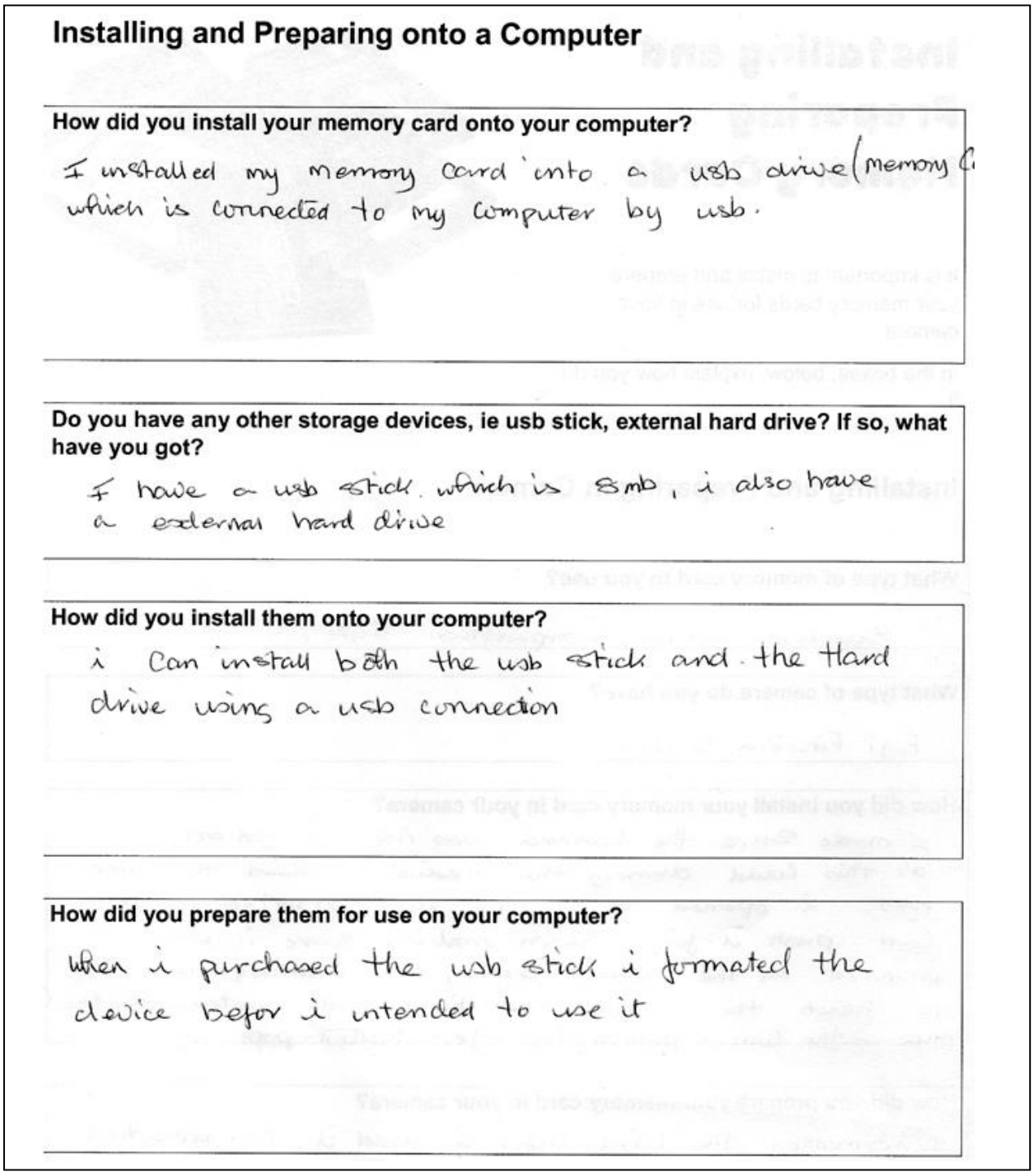
Learner statement

'My written answers above are also evidence for assessment criterion 2.2.'

Unit 01 Use a camera to capture creative images (J/505/9151) (cont'd)

Assessment criterion 1.4 Outline how to install and prepare media (cont'd)

Learner evidence:



Installing and Preparing onto a Computer

How did you install your memory card onto your computer?

I installed my memory card into a usb drive (memory C
which is connected to my computer by usb.

Do you have any other storage devices, ie usb stick, external hard drive? If so, what have you got?

I have a usb stick which is 8mb, i also have a external hard drive

How did you install them onto your computer?

i can install both the usb stick and the hard drive using a usb connection

How did you prepare them for use on your computer?

When i purchased the usb stick i formated the device befor i intended to use it

Unit 01 Use a camera to capture creative images (J/505/9151) (cont'd)

Assessment criterion 1.4 Outline how to install and prepare media (cont'd)

External Moderator commentary:

There is only a Pass grade available for this assessment criterion. The learner has recorded a written outline of the process they take to correctly install and prepare the media for their camera. This outline is in written form but could equally have been a verbal outline recorded using either digital video or sound files.

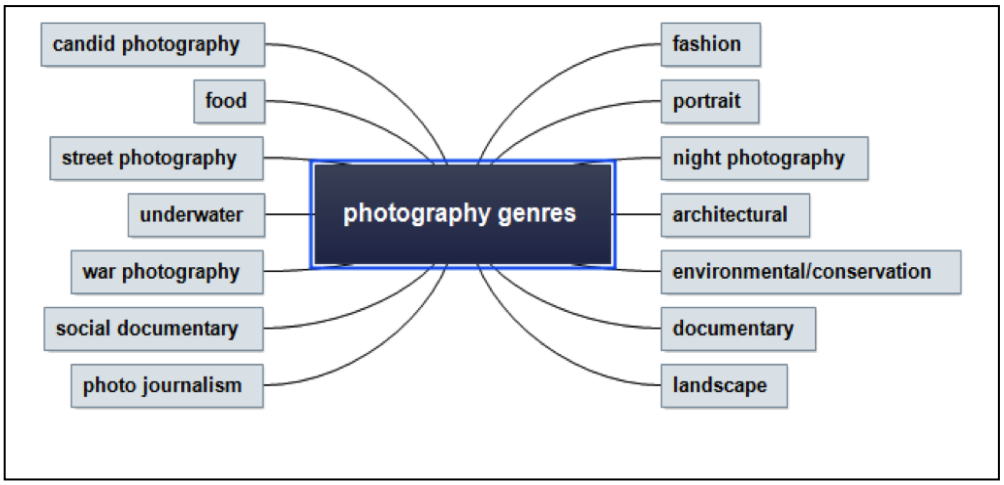
This assessment criterion could also have been videoed showing the learner complete and explain the task. If this assessment method was used and the learners also explained what they were doing then this might also have produced valid evidence for assessment criterion 2.2.

Grade awarded for this assessment criterion - Pass

Unit 01 Use a camera to capture creative images (J/505/9151) (cont'd)

Assessment criterion 1.5 Identify subject types

Learner evidence:



External Moderator commentary:

The grade awarded for this assessment criterion is defined by the range and quality of subject types identified by the learner.

To be awarded a Pass grade the learner must have identified the types of subjects photographers take images of. This may be done through a combination of annotation and practical evidence. The learner may refer to the subject when annotating one of their images or may produce a simple spider diagram. For example a Pass grade learner may state 'buildings', 'animals', 'food', 'people'.

To gain a Merit grade the learner will produde a range of subject types. For example the subjects selected may record 'architecture', 'wildlife', 'portraits' and/or 'night time'.

The learner who is awarded a Distinction will use the correct vocational terminology in the same way as the Merit grade learner however the range will be broad.

The learner's evidence shown here would achieve a Distinction grade because of the breadth of the range and the correct use of terminology.

Grade awarded for this assessment criterion - Distinction

Unit 01 Use a camera to capture creative images (J/505/9151) (cont'd)

Assessment criterion 1.6 Outline basic visual language and composition

Learner evidence:

Composition

The goal of good composition is to determine what your subject is going to be and where you want your focal point to be, to show where your main point of interest is and where you want to draw the eye to, to achieve this here are some rules and guidelines to use in your composition to create better and more interesting shots,

- Leading lines
- Rule of thirds Shapes and patterns
- Colours
- Textures
- Angle or perspective
- Field of View
- Depth of Field
- Contrast
- Lighting
- Simplification
- Rule of Space
- Rule of Odds

Using these rules would help you to prepare to take better shots but they are just suggestions that could improve your photos, sometimes we can break these rules in order to create a design or composition of our own imagination, there primary importance is to help to develop our skills and ability to get the best composition we can' (Ref practical photography.com).

Learner Statement

'I have applied my understanding of visual language and compositional elements in some photographic images I have submitted for assessment criterion 2.6, these further support my evidence for 1.6.

Some annotated research images are also shown below.'

Unit 01 Use a camera to capture creative images (J/505/9151) (cont'd)

Assessment criterion 1.6 Outline basic visual language and composition (cont'd)

This is a particular good composition using good range of colours the grey road against the red coat is the focal point of the picture, it also uses lead in lines to draw the eye to the dramatic background of the sky and the other person in the picture.

This image shows good composition using the rule of thirds, it also uses lead in lines to draw the eye to the focal point while still keeping it personal to the photographer.

This is a perfect example of the rule of thirds; the person stands out dramatically against the light in the background.

This is a really good example of the use of lead in lines, it has been composed exactly in line with the focal point of interest to the photographer it depicts the point of interest beautifully, the tip of the boat is sharp and the background is misty which gives the picture an air of majesty which i think the photographer is trying to capture

Unit 01 Use a camera to capture creative images (J/505/9151) (cont'd)

Assessment criterion 1.6 Outline basic visual language and composition (cont'd)

External Moderator commentary:

The learner has outlined basic compositional elements within photography and has identified some visual qualities/language within the work of others. Within their own photographic exploratory images shown under the following criterion 2.3 - 2.6 they have used a range of compositional elements and visual language to good effect. Within the photographs the learner has used the rule of thirds, leading lines, contrast, texture, colour etc in various combinations to create good visually competent photographs at the Level 1 standard. The learner has not compared examples of visual language and compositional elements and therefore cannot be awarded the Distinction grade. The learners work does meet the Merit grade descriptor.

To be awarded a Distinction the learner would need to record a comparison of photographs with different or complimentary compositional elements and visual language. This could be done with the learners own photographs in which they evaluate and compare why one photograph is more visually successful than another. This comparison could be recorded either through written annotation or using a digital audio/visual format.

To gain a Pass the learner could provide a written outline of the basic visual language or compositional elements. This could be completed using any assessment method or evidence type which allows the learner to record their outline, for example written accounts, annotation, question and answers, audio/visual discussion/question and answer.

Grade awarded for this assessment criterion – Merit

Unit 01 Use a camera to capture creative images (J/505/9151) (cont'd)

Assessment criterion 1.7 Outline how to use cameras and lenses safely

Learner evidence:

The zoom on my camera does not require me to change the lens to get the focal lengths between 18 – 55mm. However if I was to change a longer lens then I would carefully remove the lens following the instructions that would tell me how to release it from the body of the camera. I would place the lens safely within the lens case making sure it couldn't roll and that dust and dirt could not get inside. I would then apply the new lens making sure the fittings line up and that the new lens is securely attached to the camera body. I would do the whole process over a table so that things could not fall on the floor and cause an accident or get broken.

When using my camera and lenses I would make sure that the camera and lenses were solidly connected together at all times. I would also make sure that none of the different pieces inside are loose and likely to become separated.

I would not walk about whilst looking through the camera and lens because I would not see the potential hazards in front of me and I would be thinking about the photograph rather than the safety of other people and myself. I would need to make sure I had a secure hold of my camera and that the camera neck/shoulder strap wouldn't not get caught on anything

External Moderator commentary:

The learner has produced a written outline of how they would use the camera and lens safely. This meets the assessment criterion requirements at the Level 1 standard and therefore meets the Pass grade descriptor. The learner has been awarded a Pass grade.

The learner could have completed tests, quizzes, question sheets or been recorded giving a verbal account of their safety practices in relation to lens and camera use.

There is no Merit or Distinction grade available for this assessment criterion.

Grade awarded for this assessment criterion - Pass

Unit 01 Use a camera to capture creative images (J/505/9151) (cont'd)

Assessment criterion 2.1 Install and check batteries

Assessment criterion 2.2 Install and prepare storage media

Learner evidence: Assessor Observation

Assessor Name : Ann Learner	
Learner Name : Albert Assessor	
Qualification : NCFE Level 1 Certificate in Photography	
Location and Time: 10.15am College Room 5B	
Assessor Observation	Criterion Reference
Ann removed and installed the batteries into her camera in the same manner as she has annotated within her portfolio. She removed the set of batteries inside the camera by opening the battery compartment and replacing the batteries using the ones that had been inside as a guide as to which way around each one needed to be. Ann them closed the battery cover and turned the camera on. She selected the appropriate option from the onscreen menu in order to check the battery power levels. She also changed the memory cards by removing the one contained inside the camera and replacing it inside the camera again. This is clearly a routine task for Ann as she completed the task in a few moments. Once back inside the camera she turned the camera on and used the onscreen menu to check the memory card contents. There were a small number of shots still on the card, she deleted these as she had already downloaded them. Once this task was completed she confirmed to me it was ready to use and turned the camera off until she was going to use it.	2.1 2.2
Assessor sign and date	Albert Assessor
Learner sign and date	Ann Learner

Learner Statement

'I have also shown evidence for 2.1 and 2.2 in my written account provided for 1.3 and 1.4.'

Unit 01 Use a camera to capture creative images (J/505/9151) (cont'd)

Assessment criterion 2.1 Install and check batteries (cont'd)

External Moderator commentary:

There is only a Pass grade available for this assessment criterion. The Assessor has recorded a reasonably specific observation of the learner installing and checking their batteries before use. The learners is recorded undertaking a routine process independantly and being able to confirm when they had completed the process to a recognised point.

This assessment criterion could also have been videoed showing the learner complete the task. If this assessment method was used and the learner also explained what they were doing then this might also have produced valid evidence for assessment criterion 1.3.

There is no Merit or Distinction grade available for this assessment criterion.

Grade awarded for this assessment criterion - Pass

Assessment criterion 2.2 Install and prepare storage media (cont'd)

External Moderator commentary:

There is only a Pass grade available for this assessment criterion. The Assessor has recorded a reasonably specific observation of the learner installing and preparing their memory card for use. The learner is recorded undertaking a routine process independantly and being able to confirm when they had completed the process to a recognised point. The learner has also provided a written account under assessment criterion 1.4 which contributes to the evidence under this criterion.

This assessment criterion could also have been videoed showing the learner complete the task. If this assessment method was used and the learner also explained what they were doing then this might also have produced valid evidence for assessment criterion 1.4.

There is no Merit or Distinction grade available for this assessment criterion.

Grade awarded for this assessment criterion - Pass

Unit 01 Use a camera to capture creative images (J/505/9151) (cont'd)

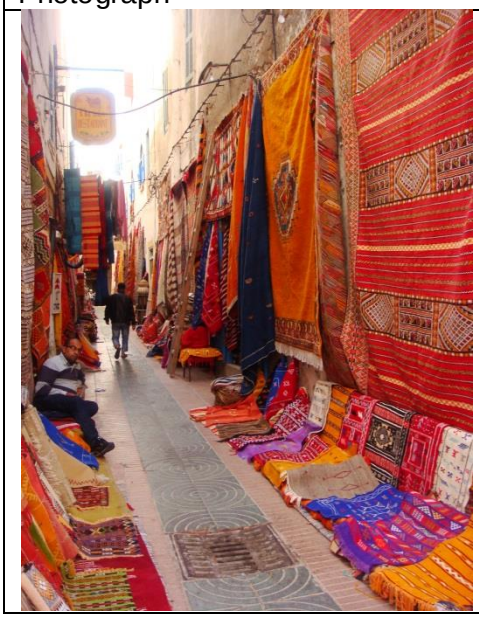
Assessment criterion 2.3 Select appropriate lenses and camera positions for a range of subjects

Assessment criterion 2.4 Use equipment and accessories to capture images

Assessment criterion 2.5 Select subjects for creative capture

Assessment criterion 2.6 Produce a range of exploratory photographs

Learner evidence:

Photograph	Details of Photograph
	Subject –View along canal bank Lens – 50mm Aperture – F11 Shutter Speed – 1/125 ISO - 200 Accessories used if any – Lightweight tripod. Comments – Large depth of field
Photograph	Details of Photograph
	Subject - Lens – 50mm Aperture – F11 Shutter Speed – 1/125 ISO - 200 Accessories used if any- None Comments – Large depth of field, colour, texture, leading lines

Unit 01 Use a camera to capture creative images (J/505/9151) (cont'd)

Assessment criterion 2.3 Select appropriate lenses and camera positions for a range of subjects (cont'd)

Assessment criterion 2.4 Use equipment and accessories to capture images (cont'd)

Assessment criterion 2.5 Select subjects for creative capture (cont'd)

Assessment criterion 2.6 Produce a range of exploratory photographs (cont'd)

Learner evidence:

Photograph	Details of Photograph
	Subject – Lake landscape Lens – 18 -55 Aperture – F11 Shutter Speed – 1/60 ISO - 200 Accessories used if any – UV filter

Photograph	Details of Photograph
	Subject - Boat Lens – 18 -55 Aperture – F16 Shutter Speed – 1/250 ISO - 200 Accessories used if any – UV filter, tripod

Photograph	Details of Photograph
	Subject - Train Lens – 18 - 55 Aperture - F11 Shutter Speed – 1/6- ISO - 200 Accessories used if any - None

Unit 01 Use a camera to capture creative images (J/505/9151) (cont'd)

Assessment criterion 2.3 Select appropriate lenses and camera positions for a range of subjects (cont'd)

Assessment criterion 2.4 Use equipment and accessories to capture images (cont'd)

Assessment criterion 2.5 Select subjects for creative capture (cont'd)

Assessment criterion 2.6 Produce a range of exploratory photographs (cont'd)

Learner evidence:

Photograph	Details of Photograph
	Subject - Duck Lens - 105 Aperture – F5.6 Shutter Speed -1/250 ISO - 200 Accessories used if any – UV filter, lens Comments – colour, wildlife, narrow depth of field

Photograph	Details of Photograph
	Subject - Duck Lens - 105 Aperture – F8 Shutter Speed -1/250 ISO - 200 Accessories used if any – UV filter, lens

Photograph	Details of Photograph
	Subject – Red Cabbage Lens - 105 Aperture – F5.6 Shutter Speed – 1/60 ISO -100 Accessories used if any – Tripod Comment – still life close up, texture, colour

Unit 01 Use a camera to capture creative images (J/505/9151) (cont'd)

Assessment criterion 2.3 Select appropriate lenses and camera positions for a range of subjects (cont'd)

Assessment criterion 2.4 Use equipment and accessories to capture images (cont'd)

Assessment criterion 2.5 Select subjects for creative capture (cont'd)

Assessment criterion 2.6 Produce a range of exploratory photographs (cont'd)
Learner evidence:

Photograph	Details of Photograph
	Subject - Spider Lens – 105mm Aperture – F4 Shutter Speed – 1/125 ISO - 200 Accessories used if any – UV filter Comments – Shallow depth of field

Photograph	Details of Photograph
	Subject - Button Lens – 105mm Aperture – F5.6 Shutter Speed – 1/125 ISO - 100 Accessories used if any – Tripod Comments – Shallow depth of field, studio natural light

Photograph	Details of Photograph
	Subject – Pot Pourri Lens – 18 - 55mm Aperture – F8 Shutter Speed – 1/125 ISO - 100 Accessories used if any –

Unit 01 Use a camera to capture creative images (J/505/9151) (cont'd)

Assessment criterion 2.3 Select appropriate lenses and camera positions for a range of subjects (cont'd)

Assessment criterion 2.4 Use equipment and accessories to capture images (cont'd)

Assessment criterion 2.5 Select subjects for creative capture (cont'd)

Assessment criterion 2.6 Produce a range of exploratory photographs (cont'd)

Learner evidence:

Photograph	Details of Photograph
	Subject - Waterfall Lens – 18-55mm Aperture F8 Shutter Speed – 1/125 ISO - 200 Accessories used if any – UV filter Comments – Contrast, shutter speed, movement

Photograph	Details of Photograph
	Subject - Waiter Lens – 18-55mm Aperture F8 Shutter Speed – 1/60 ISO - 200 Accessories used if any – UV filter Comments - Contrast, shutter speed.

Unit 01 Use a camera to capture creative images (J/505/9151) (cont'd)

Assessment criterion 2.3 Select appropriate lenses and camera positions for a range of subjects (cont'd)

Assessment criterion 2.4 Use equipment and accessories to capture images (cont'd)

Assessment criterion 2.5 Select subjects for creative capture (cont'd)

Assessment criterion 2.6 Produce a range of exploratory photographs (cont'd)

Learner evidence:

Photograph	Details of Photograph
	Subject –Trees Lens - 105 Aperture – 11 Shutter Speed - 125 ISO - 200 Accessories used if any – UV filter
Photograph	Details of Photograph
	Subject – Watch close up Lens - Aperture - Shutter Speed - ISO - Accessories used if any - tripod
Photograph	Details of Photograph
	Subject – Watch close up 2 Lens - Aperture - Shutter Speed - ISO - Accessories used if any - none

Learner statement

'The images included for assessment criterion 2.3, 2.4, 2.5 and 2.6, can also be used as evidence for assessment criterion 1.1 and 2.8.
The evidence for 2.6 also show my understanding of visual language and compositional elements in relation to assessment criterion 1.6.'

Unit 01 Use a camera to capture creative images (J/505/9151) (cont'd)

Assessment criterion 2.3 Select appropriate lenses and camera positions for a range of subjects (cont'd)

External Moderator commentary:

The learner has selected a range of lenses and camera positions within their photographs. The different angles and proximity to the subject show the learner considering their position when taking a photograph. The learner has stated in the notes accompanying their photographs which lenses they have used, this shows a conscious selection of the lens used that relates to the subject and chosen technique, for example long lens for minimum depth of field photograph. The learner has met the Pass grade descriptor through this evidence.

To gain a Merit grade the learner would need to build on the evidence submitted by recording the reasons for their choices. This would be clearly stated rather than being implicit within the choices made when creating their practical work. This could be evidenced through any available assessment method or format that allows the learner to record their reasons, in this instance the learner could expand their written annotation by stating 'I used a 135mm lens because this is the most suitable lens for close up work using a minimum depth of field'. The learner would need to record this information in two or more instances.

To be awarded the Distinction grade a learner would need to additionally evaluate, compare and justify their choice of lenses and camera position. This could be completed using any of the assessment methods and evidence types mentioned under the Merit grade. The learner would record their evaluative comments, comparisons and justifications for at least four or more examples. For example within the context of lenses the learner would state 'I used a 135mm lens because this is the correct lens to use with macro work using minimum depth of field photographs due to the focal area obtained with a longer lens (explain). The use of a standard lens or a wide angle lens would not produce good results and in the case of a wide angle lens it would be almost impossible to get this kind of photograph because the lens is constructed with the opposite properties of those required (compare). The effect of this is seen as the spider is in focus and the background blurs to form a background. The effect of this is to create a sharp focal point in which the background is not fighting with the focus on the spider. This lens only provides an aperture of 5.6 or greater which is the perfect aperture for this kind of close up photograph (justify).'

Grade awarded for this assessment criterion – Pass

Unit 01 Use a camera to capture creative images (J/505/9151) (cont'd)

Assessment criterion 2.4 Use equipment and accessories to capture images (cont'd)

External Moderator commentary:

The learner has selected a range of equipment and accessories to use when taking their photographs. Typically equipment and accessories are categorised as those things attached to the camera which facilitate the taking of a photograph, this includes anything from lens, cable releases, tripods and lens hoods to studio or lighting equipment including flash guns. The learner has stated in the notes accompanying their photographs which accessories they have used. This evidence meets the Merit grading descriptor.

The learner only needs to evidence they have used equipment or accessories of some sort to achieve the Pass grade with this assessment criterion.

The Distinction grade can be awarded when the learner has evidenced a wide range of accessories or pieces of equipment. A wide range of equipment is defined within the glossary as many more than one, so the learner might refer to four or more examples of the accessories/pieces of equipment used. The equipment could be variations on the type of equipment or accessories such as a tripod used within a studio setting and a small lightweight tripod or monopod used for landscape photography which is easy to carry when walking. For example if a learner recorded within their notes how they had used a filter, two different tripods of different sizes for different settings and a flash gun.

The evidence for this assessment criterion must always be in relation to the learners own practical photographic work and experience.

Grade awarded for this assessment criterion - Merit

Unit 01 Use a camera to capture creative images (J/505/9151) (cont'd)

Assessment criterion 2.5 Select subjects for creative capture (cont'd)

External Moderator commentary:

The learner has selected a range of subjects within their photographs. The evidence for this is seen through the learner's exploratory photography work. The learner has stated in the notes accompanying their photographs which subjects they have selected showing a conscious awareness of their choice to photograph that subject. This evidence meets the Merit descriptor.

The learner only needs to evidence they have selected subjects for photographic capture and show that their selection has been conscious and not without purpose to achieve the Pass grade with this assessment criterion. This will always include practical photographic work but should also evidence the learner making a selection, they could annotate or state their choices showing these to be consciously sought out opportunities. The Distinction grade can be awarded when the learner has evidenced their selection of a wide range of subjects. A wide range is defined within the glossary as many more than one, so the learner might refer to four or more examples of consciously selecting subjects for photographic capture. The selections could be variations on the same theme, for example a wide range of photographs taken around the same subject where the learner annotates their ongoing reasons for selecting different subjects within that environment. For example landscape photography; trees, overall landscape, water, sky.

The evidence for this assessment criterion must always be in relation to the learners own practical photographic work and experience.

Grade awarded for this assessment criterion - Merit

Unit 01 Use a camera to capture creative images (J/505/9151) (cont'd)

Assessment criterion 2.6 Produce a range of exploratory photographs (cont'd)

External Moderator commentary:

For this criterion the learner will present purely practical evidence of their exploratory photographic work. The photographic work may be useful as well as showing technical competence, for example if the learner has learned something valuable from a photograph with unsuccessful elements. Photographs such as these may be from an early point in the course and the learner's subsequent work will show the value of the experience through the progress the individual makes.

The learner has recorded their use of camera settings and menus within their notes. They have produced a range of exploratory photographs some of which are taken earlier within the course or under controlled studio conditions with the guidance of the tutor. The learner shows progressing technical skills within the images they have produced which achieve a strong standard of work at Level 1. The learner has produced a wide range of images which show the confident and competent exploration of photographic skills at Level 1. The learner's confidence is evident from the manner in which they have applied the technical skills to select, frame and communicate about their subject. The technical skills are applied correctly and achieve the expected results from the techniques used. For this reason the learner has been awarded a Distinction grade for this assessment criterion.

The learner would have been awarded a Pass if they had produced a range of exploratory photographs but they lacked the confidence and technical skills to produce the photographs that realised basic photographic intentions. The images produced at this grade may have many technical and creative flaws which are used as learning experiences, the learner's progress is seen within later photographs or even the last images produced.

The learner would be awarded a Merit grade if they were confident producing their images (the learner's confidence is evident from the manner in which they select, frame and communicate about their subject), but did not show the consistent application technical skills.

Grade awarded for this assessment criterion -Distinction

Unit 01 Use a camera to capture creative images (J/505/9151) (cont'd)

Assessment criterion 2.7 Follow health and safety procedures

Learner evidence: Assessor observation

Ann followed all of the relevant health and safety procedures when taking photographs. She was aware of her environment and paid attention to the safety of members of the public around her when taking photographs. She was mindful of hazards especially when taking photographs and moving with the camera on location. She ensured that her equipment was packed safely away or organised safely when in use. She made sure her tripod and camera were securely situated and that the legs were not in any walkway. The equipment used included a camera and tripod.

Learner evidence:

Follow Health and Safety Procedures

Landscape

- Followed safety guild lines when using the computer – regularly breaks, eye checks, look away from computer from time to time.
- Avoid muscle strain - regular stretching, used footrest and wrist rest, made sure seat was adjusted to right height
- Used correct camera bag for carrying equipment. – ruck sack
- I wore suitable clothing to keep my dry, warm, good sturdy footwear and a drink
- I kept a torch and high visibility jacket just in case
- If the weather had been warmer I would have taken, sun cream, water, sun hat and sunglasses
- In case of an emergency I took some money, my mobile phone and my Dad.

Unit 01 Use a camera to capture creative images (J/505/9151) (cont'd)

Assessment criterion 2.7 Follow health and safety procedures (cont'd)

External Moderator commentary:

The Assessor has recorded an observation confirming the learner's competence against the assessment criterion. The Assessor has recorded some detail regarding what was observed and how it was undertaken in circumstances specific to the learner. In addition the learner has recorded their own health and safety practices through a written account.

The learner has been awarded a Pass grade.

Audio visual evidence could have been used to record a verbal account of visual/observation of the health and safety procedures followed by the learner.

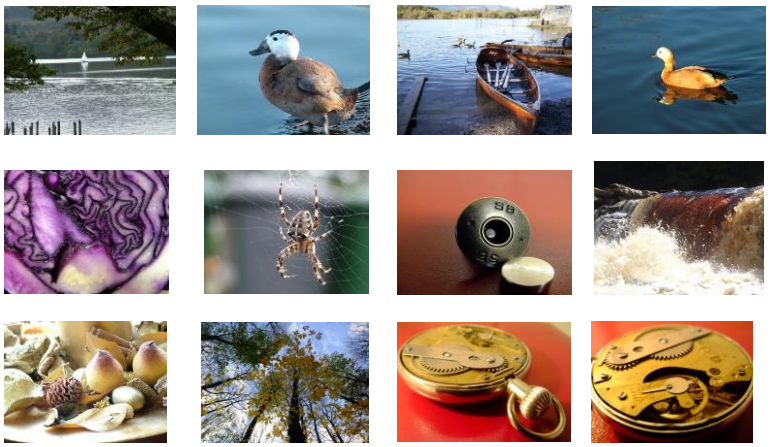
There is no Merit or Distinction grade available for this assessment criterion.

Grade awarded for this assessment criterion - Pass

Unit 01 Use a camera to capture creative images (J/505/9151) (cont'd)

Assessment criterion 2.8 Use simple processing procedures to save and view images

Learner evidence: Contact sheet, photographic edits shown



The first image was taken as a colour image which I made monochrome and the altered the contrast on to get a full range of grey tones, highlights and shadows. For my finished image I flipped the photograph and cropped it which can be seen under the photographs shown in 2.3 to 2.6. I then took the original colour photograph and flipped the image and cropped it in the same way, and then I applied a filter to get a posterised effect.

Learner Statement

'I have additional evidence to support this criterion, of downloading and processing photographs, within the photographic evidence presented for assessment criterion 2.3 to 2.6.'

Unit 01 Use a camera to capture creative images (J/505/9151) (cont'd)

Assessment criterion 2.8 Use simple processing procedures to save and view images (cont'd)

External Moderator commentary:

The learner has downloaded and presented their images within their portfolio as shown within the evidence provided for criterion 2.3 to 2.6 and on the above contact sheet. This process has been competently carried out by the learner in order to complete this task. They have stated and shown their image editing process taking place on the two images which is presented above. The assessment criterion asks the learner to use these processes so the evidence provided should be primarily practical. If a film camera has been used then the learner would need to detail film processing including the timings, chemicals and method used.

There is no Merit or Distinction grade for this assessment criterion.

Grade awarded for this assessment criterion - Pass

Unit 01 Use a camera to capture creative images (J/505/9151) (cont'd)

Assessment criterion 2.9 Outline legal and ethical considerations

Learner evidence: Learners written evidence

Ethics in Photography

Moral principles which guide the choices we make, in short I think this statement speaks volumes in terms of ethics in photography,

One of the biggest debates that are taking on at the moment concerns the ethical issues in photojournalism. People that are in contact with photography such as photographers, editors or agents should think about the moral ethics that are behind their photographs. If there wasn't any rule, the world of the information and photojournalism would turn into a perverse and unfair world. The absence of these ethics rules can provoke distortions in the information.

"All too often magazines and newspapers do not show any respect for pictures," Anthony Suau, Time's Pulitzer prize-winning photojournalist (Ref, magneticeyes, wordpress,com.)

Legal & Ethical Considerations

There are a lot of legal and ethical considerations that photographer's have to consider throughout their careers to produce their photography. There are a lot of laws that a photographer has to be aware of and may easily come into conflict with if not the properly versed with up to date laws that apply to a photographer
Listed below are the subjects that may be of concern and may affect how a photographer goes about his or hers everyday work

Unit 01 Use a camera to capture creative images (J/505/9151) (cont'd)

Assessment criterion 2.9 Outline legal and ethical considerations (cont'd)

Learner evidence: Learners written evidence

Law of trespass

This has to be taken into consideration. Photographer's have to be careful they remain on public land and public places in pursuit of their images, it's very easy to stray onto private land and private property which could result in prosecution
Shopping centres for example can be considered as private places and the owners have the right to expel a photographer taking images on their properties

Shown below is an extract from a website I have researched on the Internet which I find is a really good guide for a photographer which outlines all the major laws and photographers rights

Obscenity law

Law established by the Obscene Publications Act of 1959 prohibiting the publishing of any material that tends to deprave or corrupt. In Britain, obscene material can be for example pornographic or violent, or can encourage drug taking. There is a defence in support of the public good if the defendant can produce expert evidence to show that publication was in the interest of, for example, art, science, or literature.

Unit 01 Use a camera to capture creative images (J/505/9151) (cont'd)

Assessment criterion 2.9 Outline legal and ethical considerations (cont'd)

Learner evidence: Learners written evidence

Copyright

A copyright basically allows the author of a photograph (the person who took it) control over how that picture is copied, transmitted and reproduced. Copyright issues have become more commonplace since the birth of both digital cameras and the internet because people now have far more freedom and flexibility when they share images, and it is all too easy to copy or post an image that you do not own

People may be unaware of copyright laws on the internet. When they reproduce an image in digital form and copy it many times without consent of the person who took the original image they are actually breaking this law

Copyright law is there to protect your images and prevent you taking credit for other peoples work.

Health and safety at work act

All workers have a right to work in places where risks to their health and safety are properly controlled. Health and safety is about stopping you getting hurt at work or becoming ill caused by your working environment. Your employer is responsible for health and safety, but the employee is also responsible must follow guidelines set out by this act

The main piece of legislation is the Health and Safety at Work Act 1974 (HSWA). All work places are covered by this legislation which says that an employer must do everything reasonably practicable to provide a safe and healthy workplace with adequate welfare facilities. HSWA has been supported and extended by various sets of regulations, codes of practice and guidance, all of which deal with various aspects of health and safety. The Health and Safety Executive (HSE) is the government body which decides upon and implements health and safety policy.

Unit 01 Use a camera to capture creative images (J/505/9151) (cont'd)

Assessment criterion 2.9 Outline legal and ethical considerations (cont'd)

Learner evidence: Learners written evidence

Photography of Children or Minors

It is important to note that there is no law against photographing children. You are perfectly within your rights to take a photograph of a child. Ridiculous stories are common of parents being told to put their cameras away at dance competitions or swimming pools.
There are some common sense guidelines that you should keep in the forefront of your mind when photographing children. The first of these is that, where possible, you should always seek approval from a parent or guardian before you begins shooting. This is particularly important if you are doing street photography. Photographing children in public places can be controversial and is also a sensitive issue, permission should be granted first and with this in mind no real problems are encountered

If in any doubt, I would suggest when taking photos of minor's always make sure that the parents are present when the photography takes place. I would then show all images to the parents and ask for their approval before the images are processed or printed.

Contract Law

A contract intends to formalize an agreement between two or more parties, in relation to a particular subject. Contracts can cover an extremely broad range of matters, including the sale of goods, property; services etc

In order to be valid, the parties to a contract must exchange something of value. In the case of the sale of the photographs, the buyer receives something of value in the form of the photographs and the photographer's services, and the seller receives money for these services and the images

there must be an offer and this must be accepted to make an agreement. While this would in the first instance appear to be self-explanatory, it is important to distinguish between what the law says amounts to a valid offer. An offer can be made orally, in writing or by way of conduct.

Unit 01 Use a camera to capture creative images (J/505/9151) (cont'd)

Assessment criterion 2.9 Outline legal and ethical considerations (cont'd)

Learner evidence: Learners written evidence

Contract: the elements of a contract

The first step in a contract question is always to make sure that a contract actually exists. There are certain elements that must be present for a legally binding contract to be in place.

Shown below are the two most common elements of a contract

An offer: an expression of willingness to contract on a specific set of terms, made by the offer or with the intention that, if the offer is accepted, he or she will be bound by a contract.

Acceptance: an expression of absolute and unconditional agreement to all the terms set out in the offer. It can be oral or in writing. The acceptance must exactly mirror the original offer made.

Unit 01 Use a camera to capture creative images (J/505/9151) (cont'd)

Assessment criterion 2.9 Outline legal and ethical considerations (cont'd)

Learner evidence: Learners written evidence

Disability Discrimination

Consideration must be given to people with disabilities so we all have the same equal opportunities. The photographer may need to go to extreme lengths to provide resources and to accommodate people with disabilities but equal opportunities must be of paramount importance

The Disability Discrimination Act makes it unlawful for a service provider to discriminate against a disabled person by refusing to provide any service which it provides to other members of the public

Extra provision may be needed to enable a disabled person to fulfil their everyday lives and this may come at quite some considerable cost

It may be necessary to have another person available to help with people with disabilities. They may need to be lifted, guided or helped in a variety of situations to carry out their everyday duties that an able person may take for granted

A studio may need to be kitted out to meet the requirements of a disabled person and a variety of different aids may need to be put in place to accommodate this. Wider doors, lower sinks, ramps and larger toilets are all a major consideration to provide proper equal services for everybody

Similar considerations have to be taken into account when shooting on location or outdoors which maybe an even harder challenge for the photographer to complete if additional resources are needed to someone with a disability.

Unit 01 Use a camera to capture creative images (J/505/9151) (cont'd)

Assessment criterion 2.9 Outline legal and ethical considerations (cont'd)

Learner evidence: Learners written evidence

Handling Confidential Information

Care should be taken when handling other peoples information. This information is very personal and confidential including banking details etc. The photographer needs to protect this data and care must be taken if this data is stored on pc's etc. There are laws governing the storage of personal data, this is called "the data protection act" The DPA was first composed in 1984 and was updated in 1998.Shown below are the basic principles of this law

The Eight Data Protection Act Principles

The act contains eight "Data Protection Principles". These specify that personal data must be:

1. Processed fairly and lawfully.
2. Obtained for specified and lawful purposes.
3. Adequate, relevant and not excessive.
4. Accurate and up to date.
5. Not kept any longer than necessary.
6. Processed in accordance with the "data subject's" (the individual's) rights.
7. Securely kept.
8. Not transferred to any other country without adequate protection.

Reference: Digiphotoman

Unit 01 Use a camera to capture creative images (J/505/9151) (cont'd)

Assessment criterion 2.9 Outline legal and ethical considerations (cont'd)

External Moderator commentary:

The learner has produced a detailed account which includes information from a researched source which has been combined with their own outline. The source of the information has been stated at the end 'DigiPhotoman'. The learner has produced a written outline which is clearly structured and communicated. There is a good amount of summary detail within the learner's outline and they refer to a number of the relevant key points in good detail within the context of Level 1. The learner could have recorded their outline verbally, through question and answer or for example as a PowerPoint presentation. A Distinction grade can be awarded for the evidence provided here.

To achieve the Pass grade the learner would need to record their understanding of the ethical and legal considerations relating to photography, this may be as a written account or equivalent which is a continuous outline with little discernible structure, however it will contain relevant summary points.

To be awarded the Merit grade the learner would not include as much detail but their outline would be clearly communicated and structured. This would contain introductory paragraphs with a range of bullet pointed statements or the equivalent.

Grade awarded for this assessment criterion - Distinction

Unit 01 Use a camera to capture creative images (J/505/9151) (cont'd)

Assessment criterion 2.10 Review quality of final images

Learner evidence: Learners written review

Overall I have produced a range of images which I think have worked out well. I found the technical skills needed for different techniques logical and easy to remember when on location. I think on the whole I produced images that were visually composed with the different elements placed well. I decided on my focus and framed it. I think I could frame my images better and will work on this in the future. I also think I could look at different angles, more extreme angles to show some of my subjects in a differently. I realised this with from my picture of the trees when I pointed the camera upwards at the trees above. When I photographed the ducks I wish I had framed them more closely and considered lower angles so that I wasn't taking the photographs from my eye level but closer to theirs, this way I might have seen more detail in their feather and seen their eyes more clearly in my photographs. This something I will work on in the future.

Unit 01 Use a camera to capture creative images (J/505/9151) (cont'd)

Assessment criterion 2.10 Review quality of final images (cont'd)

External Moderator commentary:

The learner has confidently reviewed their photographs; they have stated their opinion confidently and supported it with examples from their work. The learner confidently states the points they wish to make and appear certain of. They have formulated their thoughts and state these clearly and confidently but without consideration, comparison or discussion. The learner could record their thoughts as an illustrated written account or PowerPoint presentation, they could have recorded their evaluation in their journal as a handwritten review, or they could be recorded verbally reviewing their work. The learner has reviewed their photographic work confidently and has identified areas for improvement, for this reason they have been awarded a Merit grade.

To achieve a Pass grade the learner would produce a similar review to that above but would not identify areas for improvement. Their review may also lack confidence when making key points about the work.

To be awarded a Distinction the learner would need to build upon the review they have submitted here by comparing different photographs and recording their comments about the technical and visual qualities of their images. Their review would be in-depth and would make comment on multiple technical and visual qualities as they compared the success or potential improvements for the images considered. The learners review would consistently relate to each individual image and describe compositional elements/intentions such as lines, thirds, point of focus, viewpoint, form, texture, symmetry etc.

Grade awarded for this assessment criterion - Merit

Overall unit grade

Unit 01 Use a camera to capture creative images (J/505/9151)

A breakdown of the grades awarded for each assessment criterion within Unit 01 is shown below in this example of our completed Evidence and Grading Tracker, which is available on the qualifications page on our website.

A **Pass** grade can be awarded for the unit as a whole.

The learner has not achieved a **Merit** grade for the unit because they did not achieve a **Merit** for assessment criterion 2.3.

The learner has not achieved a **Distinction** grade for the unit because they did not achieve a **Distinction** for assessment criterion 1.1, 1.6, 2.3 and 2.10.

The learner is entitled to one opportunity to resubmit work for the unit to obtain a higher grade.

Tutors should complete the grading section

Learners should ensure their work is mapped to the relevant assessment criteria and this can be referenced here

Assessment criterion	Not Yet Achieved	Pass	Merit	Distinction	Evidence (inc portfolio page number and type)
1.1 Identify the use of camera controls			X		
1.2 Identify a range of recording media used in film or digital cameras				X	
1.3 Outline how to install and check batteries		X	No Merit grade for this A.C	No Distinction grade for this A.C	

Unit 01 Use a camera to capture creative images (J/505/9151) (cont'd)

Assessment criterion	Not Yet Achieved	Pass	Merit	Distinction	Evidence (inc portfolio page number and type)
1.4 Outline how to install and prepare media		X	No Merit grade for this A.C	No Distinction grade for this A.C	
1.5 Identify subject types				X	
1.6 Outline basic visual language and composition			X		
1.7 Outline how to use cameras and lenses safely		X	No Merit grade for this A.C	No Distinction grade for this A.C	
2.1 Install and check batteries		X	No Merit grade for this A.C	No Distinction grade for this A.C	
2.2 Install and prepare storage media		X	No Merit grade for this A.C	No Distinction grade for this A.C	
2.3 Select appropriate lenses and camera positions for a range of subjects		X			
2.4 Use equipment and accessories to capture images			X		

Unit 01 Use a camera to capture creative images (J/505/9151) (cont'd)

Assessment Criterion	Not Yet Achieved	Pass	Merit	Distinction	Evidence (inc portfolio page number and type)
2.5 Select subjects for creative capture			X		
2.6 Produce a range of exploratory photographs				X	
2.7 Follow health and safety procedures		X	No Merit grade for this A.C	No Distinction grade for this A.C	
2.8 Use simple processing procedures to save and view images		X	No Merit grade for this A.C	No Distinction grade for this A.C	
2.9 Outline legal and ethical considerations				X	
2.10 Review quality of final images			X		

I confirm this is all my own work.

Learner signature:

Assessor comments: (please continue overleaf if necessary)

Assessors should provide comments and feedback to learners in this section of the Evidence and Grading Tracker

I confirm I have graded this work against the grading descriptors for the qualification.

Overall unit grade:

Tutor/Assessor Name: Signature: Date:

This section should be completed by the Assessor. Please refer to the Qualification Specification for further information on how to grade the work.